DOCUMENT RESUME

ED 416 899 IR 056 928

TITLE	Fast Facts: Recent Statistics from the Library Research Service, Nos. 123-130. January-August 1997.
INSTITUTION	Colorado State Dept. of Education, Denver. State Library and Adult Education Office.; Denver Univ., CO.
PUB DATE	1997-00-00
NOTE	20p.
PUB TYPE	Collected Works - Serials (022) -- Reports - Research (143)
JOURNAL CIT	Fast Facts: Recent Statistics from the Library Research Service; n123-130 Jan-Aug 1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Internet; *Learning Resources Centers; Library Automation; Library Circulation; Library Materials; *Library Personnel; *Library Statistics; Online Catalogs; *Public Libraries; *School Libraries; Tables (Data); Use Studies; *Users (Information)
IDENTIFIERS	*Colorado; Entertainment; Library Cards

ABSTRACT

Eight issues of a newsletter on recent library statistics provide information on Colorado public library cards, public library use, Internet use by librarians, school library media centers, electronic services in academic libraries, and the role of information in entertainment. In 1995, Coloradans had 2.5 million library cards, and three times as many Coloradans said they visit one or more libraries at least once a month as attend movie theaters at least once a month. According to a briefing paper on the 1996 National Household Education Survey, Colorado ranks 6th in the nation on public library use. Two years after a grant to provide librarians without previous Internet experience with a cost-free, short-term account on Colorado SuperNet, a survey was conducted to assess participants' present Internet usage, effectiveness of their initial and ongoing training, and the overall impact on their professional relationship with patrons. A 1993-94 survey looked at the status of school library media centers in Colorado, neighboring states, and the United States. A survey in fall of 1996 provided data about electronic services in academic libraries in Colorado and the U.S. Between 1993 and 1995, the "information as entertainment" economy grew by 9%, making it by 1995 more than a third of the recreation economy. Data from 1997 is provided on technology in and policies and practices of school library media centers in Colorado. (SWC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 899

Fast Facts: Recent Statistics from the Library Research Service, Nos. 123-130 January-August 1997

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
N. Bolt
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

ER056928

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 123 January 16, 1997

GIVE YOURSELF A LITTLE CREDIT, GET A LIBRARY CARD

In Colorado, public library cards are as prevalent as Visa credit cards. In 1996, Americans had over 200 million Visa credit cards. If Coloradans held a proportional share of those cards, there were an estimated 2.8 million Visa cards in the Centennial state. In 1995, Coloradans had 2.5 million library cards. If registration of new borrowers by the state's public libraries continued at the rate demonstrated between 1993 and 1995, the number of library cards in 1996 was 2.8 million.

Sources:
1. Tibbett L. Speer, *Credit-Card Mania*, **American Demographics**, December 1996, pp. 31-35.
2. **Statistics & Input-Output Measures for Colorado Public Libraries** (Denver: Library Research Service, State Library and Adult Education Office, Colorado Department of Education), 1993-95.
3. U.S. Bureau of the Census (http://www.census.gov).

THAT'S ENTERTAINMENT ... AND MORE!

Three times as many Coloradans say they visit one or more libraries at least once a month as attend movie theatres at least once a month. In 1996, 20 percent of American adults (ages 18 and over) reported going to the movies at least once a month. Presumably, Coloradans are typical in this regard. The same year, 67 percent of Colorado adults reported visiting a library or libraries monthly--or more often.

Sources:
1. MGA Communications, **Library and Literacy Study** (Denver: Colorado Center for the Book), January 1997.
2. Tomorrow's Markets, *Going to the Movies*, **American Demographics**, December 1996, pp. 4-6 ff.
3. U.S. Bureau of the Census (http://www.census.gov).

Keith Curry Lance ■ Director ■ Library Research Service
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice 303.866.6737 ■ Fax 303.866.6940 ■ E-mail <klance@csn.net>

A
State Library & Adult Education Office - Colorado Department of Education
Library & Information Services Department - University College - University of Denver
Partnership

BEST COPY AVAILABLE

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 124 March 19, 1997

COLORADO RANKS 6TH IN NATION ON PUBLIC LIBRARY USE, 1996

According to a recent briefing paper on the 1996 National Household Education Survey, Colorado reports higher levels of monthly and annual public library use than the nation and ranks sixth among the 50 states on annual public library use. Alaska, Utah, Washington, Maryland, and Wyoming rank higher.

TABLE 1 ■ TOP TEN STATES IN PUBLIC LIBRARY USE, 1996

Ranked by Percent of U.S. Households that Used a Public Library in the Past Year

Nation/ State	Rank	Percent of U.S. Households: Used public library in past month	Percent of U.S. Households: Used public library in past year (includes past month)
U.S.		***44%***	***65%***
Top Ten States			
Alaska	1	56%	76%
Utah	2 (tie)	56%	75%
Washington	2 (tie)	52%	75%
Maryland	4 (tie)	51%	73%
Wyoming	4 (tie)	53%	73%
COLORADO	***6***	***50%***	***71%***
Minnesota	7 (tie)	47%	70%
Ohio	7 (tie)	53%	70%
Arizona	8 (tie)	47%	69%
Massachussetts	8 (tie)	48%	69%

SOURCE: Mary A. Collins & Kathryn Chandler, *Use of Public Library Services by Households in the United States: 1996*, Statistics in Brief, Washington, DC: National Center for Education Statistics, February 1997 (URL: http:/www.ed.gov/NCES/NHES).

Keith Curry Lance ■ Director ■ Library Research Service
State Library & Adult Education Office ■ Colorado Department of Education
Library & Information Services Department ■ University College ■ University of Denver
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice 303.866.6737 ■ Fax 303.866.6940 ■ E-mail <klance@csn.net>

cde

BEST COPY AVAILABLE

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 125 June 26, 1997

LIBRARIAN INTERNET USE SURVEY RESULTS

In 1995, the High Plains Regional Library Service System administered an Internet Training and Use Grant for Colorado librarians. The goal of the project was to provide librarians without previous Internet experience with a cost-free, short-term account on Colorado SuperNet. Two years later, the Library Research Service conducted a survey of the grant participants to assess their present Internet usage, effectiveness of their initial and ongoing training, and the overall impact on their professional relationships with their patrons.

Surveys were sent to 184 grant recipients in early May 1997; seventy percent returned a completed survey. Eighty-six percent of the respondents continue to use the Internet. Of the 14 percent who no longer subscribe to the Internet, the main reasons given for not continuing the accounts were high Internet costs and not having enough time or help to become proficient in its use after initial training.

When asked what type of initial Internet training was most helpful to them –

- 53 percent said one to one tutoring helped them the most
- 43 percent liked classroom training.

For primary sources of continued training, the majority of librarians rely on informal help from other users, surfing/trial and error, and books and magazines.

Four out of ten grant recipients presently access the Internet two or three times a week; three out of 10 use it for one or two hours per day and one out of 10 spends more than two hours per day online. When asked how they spend their time on the 'Net, Colorado librarians use the World Wide Web (graphic-based), e-mail and ACLIN (PAC and databases) most often. Major concerns about the Internet include accuracy of information, access to objectionable material, and online traffic (slow response).

Rochelle Logan ■ Research Assistant ■ Library Research Service
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice 303.866.6877 ■ Fax 303.866.6940 ■ E-mail: Logan_R@cde.state.co.us

State Library & Adult Education Office
Colorado Department of Education

Library & Information Services Department
University College - University of Denver

A Partnership

BEST COPY AVAILABLE

Survey results show that librarians found the following factors very important regarding their current level of Internet use:

- 72 percent found availability of sufficient hardware and software to be very important.
- 61 percent said having the staff time to work on the Internet and become proficient is highly valued.
- 52 percent find supervisor support of their Internet use very important.
- 48 percent valued in-house computer technical expertise.

The most telling statistics retrieved from this survey are the responses to questions about the impact of librarian Internet use on service to clients (students). On average, 3 out of 10 reference questions are answered using the Internet. Four out of five feel they now have access to information sources that were not otherwise available. Three out of four respondents say access to more current information is a positive impact for clients. Also highly rated were having the ability to communicate with colleagues (e-mail, listservs), and obtaining information free or at reduced cost. Consequently, librarians feel their clients' perceptions of their professional role have improved since they began to use the Internet as a public service tool.

We asked respondents to provide one Internet success story. Out of the many wonderful stories received, here are three of our favorites:

"Our first grade students were very excited about a newly discovered frog that was thought to be the world's smallest. They had read about it in their weekly science magazine. We searched on the Internet and found additional information as well as color pictures (which they could enlarge for details) of the frog. They noticed that the basic information online was identical to their original information. This was an ideal introductory experience for them - they went on to learn more about frogs and have been back many times to utilize the Internet."

"The World Flight 1997 with Linda Finch has been a great success in the lower grades 2-6th. Because of the daily updates they kept up with this world flight and they got to see how the Internet works. There is a large bulletin board in the front of our main entry way where her flight was recorded on the parts of the world she was flying. A great help with geography."

"A teacher's daughter who was expecting twins found out that one of the twins was having heart trouble and would either need open heart surgery or a heart transplant. This teacher was able to tap into all sorts of different sources - doctors, parents who'd gone through it - and help her daughter determine which method to go with. The baby was put on the transplant list while still in the womb."

FAST FACTS

Recent Statistics from The Library Research Service

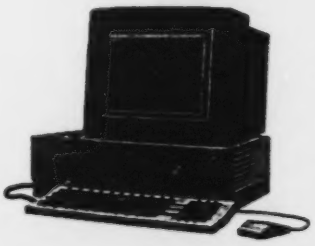
ED3/110.10/No. 126 August 1, 1997

THE STATUS OF SCHOOL LIBRARY MEDIA CENTERS IN COLORADO, NEIGHBORING STATES, AND THE UNITED STATES 1993-94

The youngest of the national statistical surveys on libraries is the one for school library media centers. The first installment of this survey, which is scheduled for every five years, was conducted during the 1993-94 school year. Some preliminary results have just been published in **SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results**. Though certainly dated, these results provide some important insights into the status of school library media centers in Colorado. To give those results context, they are also compared here with the results for neighboring states as well as the nation.

Highlights

- *Elementary schools more likely to lack library media specialists.*
- *Poorer Colorado schools more likely to have understaffed LMCs, particularly to lack library media specialists.*
- *Smallest Colorado schools more likely to have understaffed LMCs.*
- *Colorado teachers indicate higher awareness of library media specialist's role in instructional process.*



Presence of a Library Media Center

During the 1993-94 school year, nine out of 10 public schools reported having a library media center. The proportion of Colorado public schools that reported having an LMC was even higher (95 percent). (See Table 1.)

Keith Curry Lance ■ Director ■ Library Research Service
State Library & Adult Education Office ■ Colorado Department of Education
Library & Information Services Department ■ University College ■ University of Denver
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice 303.866.6737 ■ Fax 303.866.6940 ■ E-mail <klance@csn.net>

cde

Table 1. Percentage of Public Schools with Fewer than 300 Students with Library Media Centers, United States, Colorado, and Neighboring States, 1993-94

State	Percentage
Nebraska	98.2%
Colorado	94.9%
Kansas	94.7%
Wyoming	94.6%
Arizona	93.6%
United States	88.9%
New Mexico	86.3%
Utah	79.6%

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997

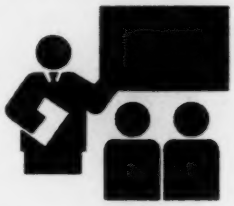
Presence of a Full- or Part-Time Library Media Specialist

While only five percent of Colorado public schools reported not having LMCs, almost 13 percent—nearly three times as many schools—reported that they did not have full- or part-time library media specialists. Elementary schools were more likely not to have professionally trained staff than secondary schools. Staffing levels were even worse in some neighboring states—New Mexico, Utah, Wyoming, and Nebraska—where a quarter or more of schools did not have library media specialists. These states fell significantly below the national norms. The absence of professionally trained staff was especially acute in these states among elementary schools. (See Table 2.)

Table 2. Percentage of Public School Library Media Centers Without Full- or Part-Time Library Media Specialists by School Level, United States, Colorado, and Neighboring States, 1993-94

State	All Schools	Elementary Schools	Secondary Schools
Kansas	2.7%	2.9%	2.3%
Colorado	12.5%	13.6%	9.7%
United States	13.5%	15.5%	6.3%
Arizona	13.8%	17.1%	4.0%
New Mexico	23.5%	30.5%	3.3%
Utah	25.4%	28.2%	13.3%
Wyoming	26.7%	33.2%	12.4%
Nebraska	28.8%	40.3%	3.2%

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997



Generally, schools with smaller enrollments were also likely to report having LMCs without full- or part-time library media specialists. Colorado, however, is an exception. More than 10 percent of Colorado's smallest public schools, those with enrollments of less than 300, reported an absence of professionally trained staff; but, this percentage was less than half the national norm and a fraction of the percentages reported by some neighboring states (New Mexico, Wyoming, Nebraska, and Utah). Curiously, too, almost 10 percent of Colorado's largest public schools, those with enrollments of 600 or more, also reported an absence of professionally trained staff. The only state with a worse percentage was Utah at over 14 percent. (See Table 3.)

Table 3. Percentage of Public School Library Media Centers Without Full- or Part-Time Library Media Specialists by Enrollment Range, United States, Colorado, and Neighboring States, 1993-94

State	Less than 300	300-599	600 or More
Kansas	3.5%	2.0%	0.0%
Colorado	11.1%	14.6%	9.4%
United States	23.1%	12.9%	6.0%
New Mexico	24.2%	34.4%	4.5%
Wyoming	30.5%	25.0%	0.0%
Nebraska	35.3%	0.0%	0.0%
Utah	47.2%	31.9%	14.1%
Arizona	--------	13.0%	6.7%

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997

Most alarming of all is the role of economic inequity in LMC staffing in Colorado. Among the states richest schools (those with fewer than 20 percent of their students eligible for free/reduced-price lunches), only seven percent report not having a library media specialist. Among the state's poorer schools (those with up to 50 percent free/reduced-price lunch students), over 22 percent—more than three times as many—reported a lack of professionally trained staff. This level of economic inequity in access to library media specialists is not found nationwide and is unknown in neighboring states. (See Table 4.)

Table 4. Percentage of Public School Library Media Centers Without Full- or Part-Time Library Media Specialists by Percentage of Free/Reduced-Price Lunch Recipients, United States, Colorado, and Neighboring States, 1993-94

State	Less than 20%	20-49%	50% or More
Kansas	0.0%	2.7%	-------
Colorado	7.2%	22.2%	-------
United States	11.7%	13.6%	15.9%
Arizona	12.8%	11.9%	16.8%
New Mexico	16.7%	19.3%	28.2%
Wyoming	23.1%	28.9%	-------
Utah	27.4%	18.6%	41.3%
Nebraska	48.9%	7.9%	-------

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997

AASL and AECT Recommended Staffing Levels

The American Association of School Librarians and the Association for Educational Communications and Technology recommend that every school library media center be staffed with a minimum of one full-time library media specialist and one full-time library media aide. Nationally, over a quarter of public school LMCs fail to meet this recommendation. In Colorado, one out of six LMCs fail to meet these staffing levels. In some neighboring states (Utah, Wyoming, Kansas, Nebraska), the proportion of LMCs that fail to meet such levels runs from one third to half. Nationally and across Colorado and neighboring states, elementary schools are more likely to fail these recommendations than secondary schools. (See Table 5.)

Table 5. Percentage of Public School Library Media Centers That Do Not Meet AASL and AECT Recommended Staffing Levels by School Level, United States, Colorado, and Neighboring States, 1993-94

State	All Schools	Elementary Schools	Secondary Schools
Arizona	16.3%	16.6%	15.7%
Colorado	17.5%	18.5%	13.6%
New Mexico	17.7%	17.7%	18.0%
United States	27.7%	30.8%	17.3%
Utah	32.1%	36.0%	18.1%
Wyoming	43.0%	46.2%	36.0%
Kansas	43.2%	45.1%	40.4%
Nebraska	56.9%	67.7%	30.0%

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997

The size of a school's enrollment is a critical factor in determining whether or not it meets AASL/AECT recommended staffing levels for LMCs. Nationally, the smallest schools (those with enrollments of less than 300) are more than twice as likely to fail

these standards. In Colorado, they are five times more likely to do so. In Kansas and Nebraska more than two-thirds of the smallest schools fail these staffing standards, and, in Utah, nine out of ten. (See Table 6.)

Table 6. Percentage of Public School Library Media Centers That Do Not Meet AASL and AECT Recommended Staffing Levels by Enrollment Range, United States, Colorado, and Neighboring States, 1993-94

State	Less than 300	300-599	600 or More
Colorado	41.5%	8.9%	4.1%
New Mexico	43.9%	8.1%	0.0%
United States	59.0%	22.9%	7.1%
Wyoming	56.7%	20.9%	0.0%
Kansas	64.7%	16.0%	0.0%
Nebraska	68.8%	--------	0.0%
Utah	89.9%	23.8%	22.2%
Arizona	--------	19.0%	0.0%

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997

In Colorado, the level of poverty in the community served by a school is also a major factor in determining whether or not it meets AASL/AECT staffing recommendations. Poorer Colorado schools (those with 20 to 49 percent free/reduced-price lunch students) are almost twice as likely to report not meeting staffing recommendations. Nationally, the differences between richer and poorer schools are miniscule, and, in some other states, poorer schools are more rather than less likely to meet these staffing standards. (See Table 7.)

Table 7. Percentage of Public School Library Media Centers That Do Not Meet AASL and AECT Recommended Staffing Levels by Percentage of Free/Reduced-Price Lunch Recipients, United States, Colorado, and Neighboring States, 1993-94

State	Less than 20%	20-49%	50% or More
New Mexico	9.8%	15.3%	21.6%
Colorado	12.9%	22.7%	--------
Arizona	13.9%	14.8%	19.8%
United States	25.7%	29.5%	28.2%
Utah	35.1%	27.6%	--------
Kansas	37.2%	44.9%	48.4%
Wyoming	49.2%	35.5%	--------
Nebraska	68.7%	42.8%	--------

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997

Teacher and Principal Awareness

Colorado ranks above the national norms for teachers' and principals' awareness of library media specialist involvement in the instructional process. Nationally and in Colorado, about one out of six principals acknowledges this involvement. Nationally, almost a quarter of teachers acknowledge the involvement of library media specialists in instruction, and, in Colorado, almost a third of teachers acknowledge it. That is the highest percentage among Colorado and its neighboring states. (See Table 8.)

Table 8. Percentage of Public School Teachers and Principals in Schools with Library Media Centers Who Report Library Media Specialist Involvement in the Instructional Process, 1993-94

State	Principals	Teachers
Wyoming	24.3%	26.2%
New Mexico	18.7%	27.6%
Kansas	18.2%	23.5%
Nebraska	17.2%	22.1%
Colorado	17.1%	31.8%
United States	15.3%	24.8%
Utah	14.6%	24.8%
Arizona	13.0%	23.0%

Source: SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results (NCES 96-312), National Center for Education Statistics, 1997

Inequities To Be Addressed

The 1993-94 SASS data on school library media programs indicate several inequities which advocates of quality education in Colorado should seek to address:

- Elementary schools are more likely than secondary schools to lack library media specialists. Considering recent research reports about critical early learning during a child's preschool and elementary years, the presence of library media specialists at the elementary level should be at least as important as at the secondary level.
- The poorer a Colorado school is the more likely it is to have an understaffed LMC, and particularly to lack library media specialists. Poorer schools face enough disadvantages without having to suffer inadequately staffed library media programs. As demonstrated in **The Impact of School Library Media Centers on Academic Achievement** (Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennell, Castle Rock, CO: Hi Willow, 1993), a well-staffed library media program can be one of the most powerful weapons in combating poverty in schools.
- Smallest Colorado schools more likely to have understaffed LMCs. These schools are often envied for their teacher-pupil ratios, but they are more likely to have inadequately staffed library media programs. This deficiency is further aggravated for the likelihood that such schools are located in outlying, even isolated, areas, where alternative learning resources are also less available.

FAST FACTS

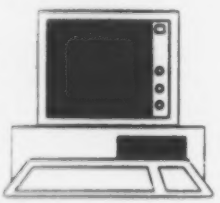
Recent Statistics from The Library Research Service

ED3/110.10/No. 127 August 1, 1997

ELECTRONIC SERVICES IN ACADEMIC LIBRARIES, COLORADO & U.S., FALL 1996

For the first time, in Fall 1996, the Integrated Postsecondary Education Data System (IPEDS) Academic Library Survey included questions about electronic services in academic libraries. In addition to such familiar services as the library catalog, online databases, and--more recently--Internet access, these libraries now offer a wide variety of additional electronic services, such as electronic full-text of periodical articles, interlibrary loan/document delivery services, and e-mail reference service. The prevalence of these service varies, however, among university, college, and community college libraries. It also varies frequently between Colorado institutions and their peers nationwide.

Catalogs of Library Holdings



Virtually all academic libraries in Colorado and their peers nationwide provide electronic catalogs of their holdings for use in the library. Virtually all university libraries and the majority of college and community college libraries also provide remote access to these catalogs both on campus and beyond.

Indexes/Reference Tools

Virtually all academic libraries in Colorado and their peers nationwide provide in-library access to indexes and reference tools.

Additionally, almost all university libraries provide such access elsewhere on campus and to faculty, staff, and students off-campus; but, only some of them provide off-campus access to those beyond their primary clientele. Colorado's university libraries are twice as likely as their peers to provide such off-campus access to individuals beyond their academic community (57 v. 27 percent).

College libraries in Colorado and their peers are less likely to provide access to these tools elsewhere on campus than the library and even less likely to provide such access to faculty, staff, and students off-campus. Still, two out of three college libraries do enable their clients to dial into these resources from their homes or workplaces. Off-campus access to these resources for the wider community is provided by a quarter of the peers of Colorado colleges, but none of our own institutions report doing so.

Community college libraries are less likely than university or college libraries to provide access to indexes and reference tools elsewhere on campus than the library; but, Colorado community college libraries are half again as likely to do so than their national peers (46 v. 27 percent).

Keith Curry Lance ■ Director ■ Library Research Service
State Library & Adult Education Office ■ Colorado Department of Education
Library & Information Services Department ■ University College ■ University of Denver
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice 303.866.6737 ■ Fax 303.866.6940 ■ E-mail <klance@csn.net>

Full-Text Periodicals

Full-text periodical access is almost ubiquitous. Nine out of 10 academic libraries, both in Colorado and among their national peers, now offer it. A majority of university and college libraries also provide such access from elsewhere on campus than the library, but only about half of community college libraries do so. A majority of university libraries provide off-campus access to full-text periodicals, but barely half of college libraries and less than a third of community college libraries do so. Off-campus access to such resources for those beyond the academic community is rare at any level.

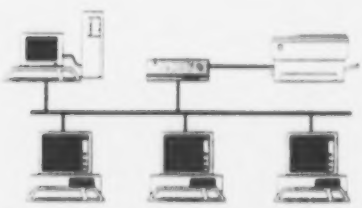
Internet Access and Instruction

Academic libraries are playing an increasingly prominent role as points of access to the Internet. Virtually all university and college libraries in Colorado and their national peers provide Internet access in the library and elsewhere on campus. Virtually all university libraries and the large majority of college libraries also provide such access to their clients off-campus. Only a few libraries at any level provide off-campus Internet service to non-clients. Most community college libraries provide Internet services on-campus, both within the library and elsewhere, but far fewer provide off-campus access to faculty, staff, and students, and fewer still provide off campus access to others. Colorado community colleges are about half again as likely to provide off-campus service to their clients (62 v. 46 percent) and to others (39 v. 24 percent).

Virtually all university and college libraries and four out of five community college libraries also provide instruction in Internet use.

E-Mail Reference Service

Most university libraries now answer reference questions submitted via e-mail by faculty, staff, and students. About half of college libraries do so. Nationally, only about a third of university and college libraries welcome questions from non-clients off-campus, and, in Colorado, only one in six does so. Only about a third of community colleges offer this service on-campus and off-campus to clients, and only one in six offers it to non-clients off-campus.



Interlibrary Loan/Document Delivery

Electronic ILL document delivery service is available to faculty, staff, and students on-campus or off at the large majority of university and college libraries among Colorado peer institutions nationwide. All or virtually all of the state's university and college libraries provide this service. Only a few of these institutions at state and national levels provide the service off-campus to non-clients. The large majority of community college libraries provide the service in the library, a few provide it elsewhere on campus and to clients off-campus, but very few provide it off-campus to non-clients.

About a third of university and college libraries will deliver documents to their clients on-campus. Among Colorado college libraries, half provide this service. Nationally, one out of 17 community college libraries provides this service; but, in Colorado, one out of seven do.

Technology for the Disabled

Technology for the disabled is widely available in academic libraries. It is found in nine out of ten university libraries, eight out of ten college libraries, and three out of five community college libraries.

BEST COPY AVAILABLE

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 128 August 15, 1997

Information: THAT'S Entertainment!

We hear a lot about the role of information in the economy these days, but the focus is usually on its increasingly critical role in business, industry, and government. What about the role of information in the consumer sector of the economy? How big a part of the U.S. economy is it as an entertainment product?

The June 1997 issue of **Survey of Current Business** reports detailed national data on consumer spending on recreation from 1993 to 1995. By 1995, more than a third of such expenditures were for "information"—that is, books and periodicals as well as audio and video cassettes, CD-ROMs, computer software packages, and the hardware they each require.

Highlights

Americans spend ...

- four times as much on books as on tickets to movies or sporting events.
- more on books and periodicals combined than on children's toys or adult "toys," such as cameras, boats, and exercise equipment.
- twice as much on electronic information and the equipment it requires as on amusement parks, bowling alleys, bus tours, dance halls, golf courses, skating rinks, and swimming pools combined.

Between 1993 and 1995, the "information as entertainment" economy grew by nine percent, making it, by 1995, more than a third of the recreation economy. This can be credited largely to a 28 percent increase, during that two-year interval, in consumer spending on electronic information and related equipment. But, spending on recreational print matter increased, too. Between 1994 and 1995 alone, spending for books grew by four percent and spending for periodicals grew by almost seven percent.

© 1997 Colorado Department of Education

Keith Curry Lance ■ Director ■ Library Research Service
State Library & Adult Education Office ■ Colorado Department of Education
Library & Information Services Department ■ University College ■ University of Denver
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice 303.866.6737 ■ Fax 303.866.6940 ■ E-mail <klance@csn.net>

BEST COPY AVAILABLE

Consumer Spending on Information in Print and Non-Print Formats and Other Recreational Activities, 1993-95

Type of Expenditure	Billions of Dollars			Annual Percent Change	
	1993	1994	1995	1993-94	1994-95
Books and maps	$19.0	$20.1	$20.9	5.8%	4.0%
Magazines, newspapers, etc.	22.6	24.0	25.6	6.2	6.7
Video and audio products, computer equipment, etc.	68.8	80.0	88.3	16.3	10.4
Information sub-total	***110.4***	***124.1***	***134.8***	***12.4***	***8.6***
Sports and photographic equipment, boats, and pleasure craft, etc.	32.6	39.1	43.8	19.9	12.0
Nondurable toys and sport supplies	36.5	40.1	42.7	9.9	6.5
Commercial participant amusements (amusement parks, bowling alleys, bus tours, dance halls, golf courses, skating rinks, swimming pools, etc.)	31.4	34.9	37.0	11.1	6.0
Clubs and fraternal organizations	11.2	12.1	12.9	8.0	6.6
Legitimate theater, opera, etc.	7.9	8.7	9.0	10.1	3.4
Motion picture theaters	5.2	5.5	5.6	5.8	1.8
Spectator sports	5.1	5.3	5.3	3.9	-0-
Pari-mutuel gambling (net receipts)	3.3	3.3	3.3	-0-	-0-
Other	95.5	101.9	107.5	6.7	5.5
Recreation total	**339.0**	**374.8**	**401.7**	**10.6**	**7.2**

Source: **Survey of Current Business**, June 1997, National Data, D-29, Table B.4. Personal Consumption Expenditures by Type of Expenditure

FAST FACTS

Recent Statistics from The Library Research Service

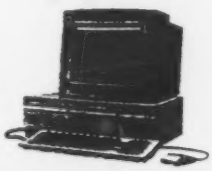
ED3/110.10/No. 129 August 20, 1997

Technology in School Library Media Centers in Colorado 1997

A first look at 1997 data on school library media centers in Colorado reveals some new insights about the role of technology in Colorado's school library media programs.

From 1994 to 1997, the number of library media centers (LMCs) making various technologies available to their clients—both teachers and students—increased dramatically.

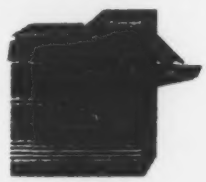
Highlights:

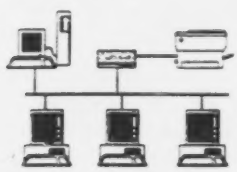


- Since 1994, Internet access for students has more than tripled. While only one in six LMCs provided Internet access for students in 1994, seven out of ten provide such access today. While one in five teachers could access the Internet via their LMC in 1994, three out of four teachers have such access today. And, practically all of these LMCs provide access to the World Wide Web.
- In 1994, only two out of five LMCs provided access to the Access Colorado Library and Information Network (ACLIN). Today, two out of three LMCs provide such access.
- The number of LMCs reporting stand-alone, locally-automated catalogs dropped, while reports of district-wide automated catalogs increased.

Coupled with increased participation in and use of ACLIN, this figure indicates progress in resource sharing among the state's school library media centers as well as other types of libraries.

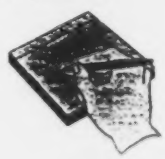
- Availability of basic technologies has also increased dramatically. Touch tone telephones, computers with modems, photocopiers, and fax machines—all are now available in substantially more LMCs than three years ago.





- As of 1997, nine out of ten Colorado schools has a technology plan, and nine out of ten of those plans address the role of the library media program.

These figures are based on 236 questionnaires returned from a 300 school sample (a 79 percent response rate) representing all public schools in the state. For complete results of the survey, see **Statistics and Input-Output Measures for School Library Media Centers in Colorado 1997** (forthcoming in November 1997).



© 1997 Colorado Department of Education

Keith Curry Lance ■ Director ■ Library Research Service
State Library & Adult Education Office ■ Colorado Department of Education
Library & Information Services Department ■ University College ■ University of Denver
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice (303) 866-6737 ■ Fax (303) 866-6940 ■ E-mail <klance@csn.net>

cde

BEST COPY AVAILABLE

Technology Available via School Library Media Centers in Colorado, 1994 & 1997

Type of Technology	1997	1994	% Change
Touch-tone telephone	91%	78%	17%
Computer with modem	87%	69%	26%
Access to ACLIN for LMC staff	81%	49%	65%
Internet/Web access for LMC staff	81%/78%	24%	238%
Internet/Web access for teachers	79%/77%	21%	276%
Access to ACLIN for teachers	73%	47%	55%
Internet/Web access for students	69%/67%	16%	331%
Access to ACLIN for students	65%	42%	55%
Photocopier in the LMC	63%	43%	47%
Fax machine in the LMC	38%	18%	111%
Locally automated, stand-alone catalog	38%	46%	-17%
Online searching of remote databases	37%	29%	28%
District-wide automated catalog	36%	23%	57%

FAST FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 130 August 23, 1997

Selected Policies and Practices of School Library Media Programs in Colorado, 1997

The 1997 Survey of School Library Media Centers (LMCs) in Colorado included, for the first time, items about a variety of issues including: LMC development plans, the Colorado **Information Literacy Guidelines**, policies on materials selection and challenges, and the relationship of the school library media center to the local public library.

LMC Development Plan

- Seven out of ten LMCs report having a plan for the development of the library media program.

Information Literacy

- Eight out of ten LMCs use the Colorado **Information Literacy Guidelines**.
- Of that group, two out of three use them as part of an integrated curriculum, while the remaining third use them with the library media program alone.

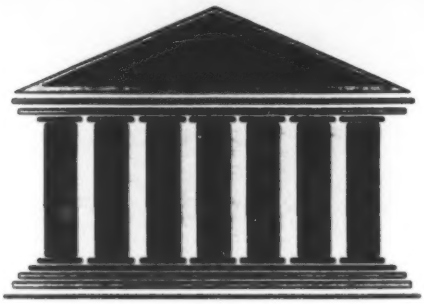
Materials Selection & Challenges

- Four out of five Colorado LMCs have materials selection policies to guide the development of their collections.
- Statewide, nine out of ten LMCs have a policy for handling challenges or reconsiderations of items selected for the library media collection. (Only eight out of ten public libraries in the state have such policies.)
- Twelve percent of the state's LMCs report having dealt with one or more challenges or reconsiderations during the past year. (Fifteen percent of the state's public libraries dealt with challenges last year.)

© 1997 Colorado Department of Education

Keith Curry Lance ■ Director ■ Library Research Service
State Library & Adult Education Office ■ Colorado Department of Education
Library & Information Services Department ■ University College ■ University of Denver
201 East Colfax Avenue, Suite 309 ■ Denver, Colorado 80203-1799
Voice 303.866.6737 ■ Fax 303.866.6940 ■ E-mail <klance@csn.net>

BEST COPY AVAILABLE



The LMC and the Public Library

Relationships between LMCs and their public libraries are common, but informal in nature. Three out of four LMCs reported informal links. Only one in ten reported no link with the local public library.

LMCs report many different types of interaction with their public libraries:

- 49 percent refer difficult questions to their public library reference desks,
- 41 percent participate in summer reading programs that occur at their public libraries,
- 28 percent are linked to their public library catalogs, 21 percent receive bulk loans of public library books and other materials,
- 17 percent provide homework alerts to their public libraries, and
- 10 percent invite public librarians in to present book talks.

These figures are based on 236 questionnaires returned from a 300 school sample (a 79 percent response rate) representing all public schools in the state. For complete results of the survey, see **Statistics and Input-Output Measures for School Library Media Centers in Colorado 1997** (forthcoming in November 1997).

Update

Many readers have asked how soon **FAST FACTS** will be available via the World Wide Web. The LRS Web Site is still being developed, but should be making its debut in early 1998. FAST FACTS will be available from it in .pdf format. In the meantime, if anyone would like to receive the Microsoft Word for Windows95 version as an e-mail attachment, just let us know. Contact Louise S. Conner, LRS Administrative Assistant, at <Conner_L@cde.state.co.us>.